CHAPTER 6

CONCLUSION
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With globalization, there is a great need for Indian higher education to provide a platform for gradual integration of its degrees with the best available in the world. This is so because, as mobility of skilled manpower increases and India evolves into a knowledge-based society, skilled professionals from India will be in great demand both in India and abroad.

A major shortfall in this direction is the inability of our institutions of higher learning to attract and retain qualified and trained faculty of high order. As the bureaucratic process of administration continues to stifle Indian academia, it will further reduce the competitive edge of Indian higher education institutions. There is, therefore, a need for institutes of higher learning, even in the public sector, to allow teaching staff more allowances, freedom to enter into consultancy arrangements and avail of attractive perks such as housing facilities in case higher salaries are not possible. In some cases collaborative efforts between Indian public institutions and foreign institutions fail as Indian institutions do not provide for higher salaries to foreign teachers.

Effective management of individual and team performance is crucial and central requirement to ensure stakeholder requirements, organisational strategy and goals are attained. This requires accurate data regarding performance levels of departments/units, teams and individuals, and therefore the need for a standardised and formal performance management system.

An effective performance management system is the centre of an integrated HR System and the performance data feeds into a variety of processes and systems, for example:

- Career planning
- Rewards
- Training and development
- Reviews, feedback
- Promotions, etc.
Despite the importance of performance management, most organisations find it difficult to implement, manage and sustain performance management systems and processes effectively. It is therefore crucial to ensure adequate planning, evaluation and training is done that will support a sustainable process. This is possibly one of the reasons why performance management systems have evolved and changed significantly over the years – each new approach is an attempt to make it better, more effective and more acceptable to end-users.

Performance management will remain on the agenda in many of institutional circles, and will be a key concern for educational institutions in India for many years to come. Performance Management as a concept is far easy to comprehend or as system than put it in to meaningful use. Performance Management System can very well be conceived as an intervention in institutional development with the objectives - Performance Management System is a planned and systematic effort and Performance Management System aims at improving institutional effectiveness.
Faculty Performance Management System aims at optimizing institutional outcomes and impacts towards institutional excellence keeping its goals and strategy. Some factors that define institutional excellence are:

- Associates’ willingness and competent contribution to institution;
- High level of job satisfaction experienced by associates;
- Effective institutional process for decision making and managing interpersonal, intra-personal, inter-departmental issues;
- High productivity leads to high performance of the institution.

No system can be put to use if the requisite skills and competencies are not available. So the organisation/institution must make a check on what skills are needed, what are available in adequate measure in the organisation, where the shortfall is and what skills are required to be developed before launching the Performance Management System.

The entire approach to faculties is required to change the way institutions are managing the performance of their faculties. Being loyal, punctual and not taking leave are no more sufficient characteristics of a good performer. Value addition and fulfilling individual goals of faculties should be the sole criteria in the performance appraisals. Compensation structure too needs to undergo a change in the coming years, the shift to performance based pay and variable pay are necessary in order to attract and retain best talent to private management educational institutions in India.

The present study’s objective is to look at the Performance Management System in its entirety, the appreciation; the practice and how such a system brings a paradigm shift towards efficiency and effectiveness in teaching. The Key Result Areas and Key Performance Areas depend on how promising and forward looking the institutions’ management. The return on investment depends on the eco system should be in place. The systems and culture determine the success of any faculty. It is that high performance work culture which determines the performance outcomes of the faculty. A timely performance management system in place with a balanced score card factors, correlating vision and mission of any institution would lead to better outcome and more so in academic environment.
One of the observation during the study is that younger by age *i.e.*, $<=49$ years respondents either engage in-depth reviews about faculties with the college management executives or college management executives critically evaluates, reviews and orient younger respondents about the performance of their departments. This trend is strength of Indian business management educational institutions which will positively contribute in the direction of bringing performance oriented culture in private institutions.

Every respondent says that Performance Management System for faculties is required in their institution, which is again strength of academic environment in India. Out of the sample of 61 institutions, all 61 respondents have said that there is a need for such a performance management system in their institution. This response was common across those institutions where already faculty performance management system is available and even in the institutions where there is no such systems available at this stage.

Though few respondents said same parameters may be used to evaluate faculties across different levels, such as Assistant Professor, Associate Professor, Professor, when we probed them and aided with options of different Key Performance Areas, they have indicated that different parameters may be used for different level of faculties. They also admit that some Key Performance Areas may be common; however, weightages for each of these parameters may be different for each level of faculties.

When respondents were asked to indicate minimum five Key Performance Areas for each level of faculties, such as Assistant Professor, Associate Professor and Professors, some of them felt as many as 15 or more parameters are required to evaluate performance of each level of faculties. The researcher has also discussed about practicality of such a performance management system to implement and collect data on continuous basis. However, most respondents have agreed that we should have Key Performance Areas which are crucial and directly related to vision and mission of their institution.

Allocation of weightages to each Key Result Area was discussed and recorded in the questionnaire. However, some feedback the researcher could discuss on weightages is qualitative ones. Before probing some respondents said that they would prefer equal distribution of points for all Key Performance Areas, but after going through the list of Key Performance Areas in detail, they realized that for certain for each level of faculties
weightages are to be different. This is evident from the results of the present study presented in the **bagIN-FPMS** model that the weightage suggested by respondents for Student feedback on faculties for Assistant Professor, Associate Professor and Professor are different.

Broadly, two different interval frequencies have emerged in the study for measuring faculties’ performance in a given year. For Key Result Areas such as student feedback on faculties, Head’s feedback on faculties, pass percentage of students in semester exams, *etc.*, are to be measured once a semester, where as Key Result Areas such as Journal publications, handling consultancy assignments, improving their own qualifications *etc.*, are to be measured once an academic year.

The definition of performance management system success, according to the researcher is that respondents who have given $\geq 50\%$ score on their institution successful implementation. This definition of successful implementation is based on the perception that private management educational institutions are yet to mature in deploying performance oriented culture in their institutions. The definition of successful implementation may undergo a change over the next five years as the researcher strongly believes that Indian private management educational institutions will be competing with best of foreign universities who have just started offering courses in India or would be starting their operations in the next 12 months to 24 months time period.

Though there is not much of difference of opinion on number of meetings to review performance of different levels of faculties by institutional heads, the time required to review with each level of faculties such as Assistant Professor, Associate Professor, Professor, *etc.* The number of meetings required for Lecturer/Sr.Lecturer and Assistant Professor are more in number or frequency of reviews are more per semester/year compared to reviews with Associate Professor and Professor level faculties. This trend appears to be the strength of Indian private management educational institutions.

An interesting conclusion that has revealed in the present research study is that majority of respondents felt they would prefer an increment method *i.e.*, ‘annual increments for faculties should be based on their performance; better performers should be paid more.’ However, when the researcher asked immediate next question of what method of increments these
respondents use at their institution level, the much anticipated response by the researcher proved it right. Most of the respondents said they use an increment method *i.e.*, annual increments are equal irrespective of their performance. This conclusion proves the hypothesis of present research that faculties are to be paid based on their contribution to the institution and not just based on equal distribution principle or number of years of experience in the institution alone.

How different is bag.IN-FPMS model to other models of Performance Management Systems available?

bag.IN —FPMS model has drawn positive approaches from University Grants Commission model of Academic Performance Index, Narmada Institute of Management case study and Titan Industries Limited’s learning outcomes. University Grants Commission’s model of Academic Performance Index is a good model which is suitable for Government and Private Aided Institutions. Some of the Key Performance Areas especially under paper publications, Innovative teaching methods, etc., are drawn from this model. However, the present research focuses on private management education institutions. UGC’s approach is not sufficiently addressing the issues faced by these institutions. Hence, one of the parameter under Key Performance Areas brought under bag.IN —FPMS model is Student Feedback on Faculties. Similarly, many Key Performance Areas, Key Result Areas and weightages attached to each of these parameters are quite different that of UGC’s Academic Performance Index.

Narmada Institute of Management Studies (NIMS) case study on Faculty Performance Management is an improved version on UGC’s API model in terms of adding students’ feedback as a one of the Key Performance Management Area. This is a positive learning from NIMS case study. However, the few areas which are not comparable to all other private business management educational institutions in India are: the students studying in NIMS are all residential students and this is not an ideal case for comparison with all other Indian private management education institutions, The challenges such as attracting best faculty talent to institution may not be their top priority. Hence, bag.IN —FPMS model goes beyond the challenges faced by NIMS and suggests a framework suitable for majority of private management educational institutions, *e.g.*, mentoring by senior faculty to other faculties, Heads feedback on faculties are included in the current research FPMS model.
Titan Industries Performance Management Model is the nearest possible case that we have drawn learning lessons. The fundamental principles underlying PMS at Titan are much similar to bagIN—FPMS Model. However, the Titan’s model is entirely different from the view point that it is a manufacturing organization where measurement of output is relatively easy to assess and benchmark them. In the present research model, best practices and positive learning outcomes are inculcated and efforts are made to design FPMS which is suitable to Indian private management education institutions. bagIN—FPMS Model is also quite different from Titan Industries case, in terms of its application and process directions. FPMS designed by present researcher lays down methods and approach to develop such a system and also details its application in educational institutions.

**CHART 13: EFFECTIVE FACULTY PERFORMANCE MANAGEMENT ROAD MAP**